



Emotional Intelligence

Aaron Wallis Sales Recruitment, 01908 764280,
www.aaronwallis.co.uk

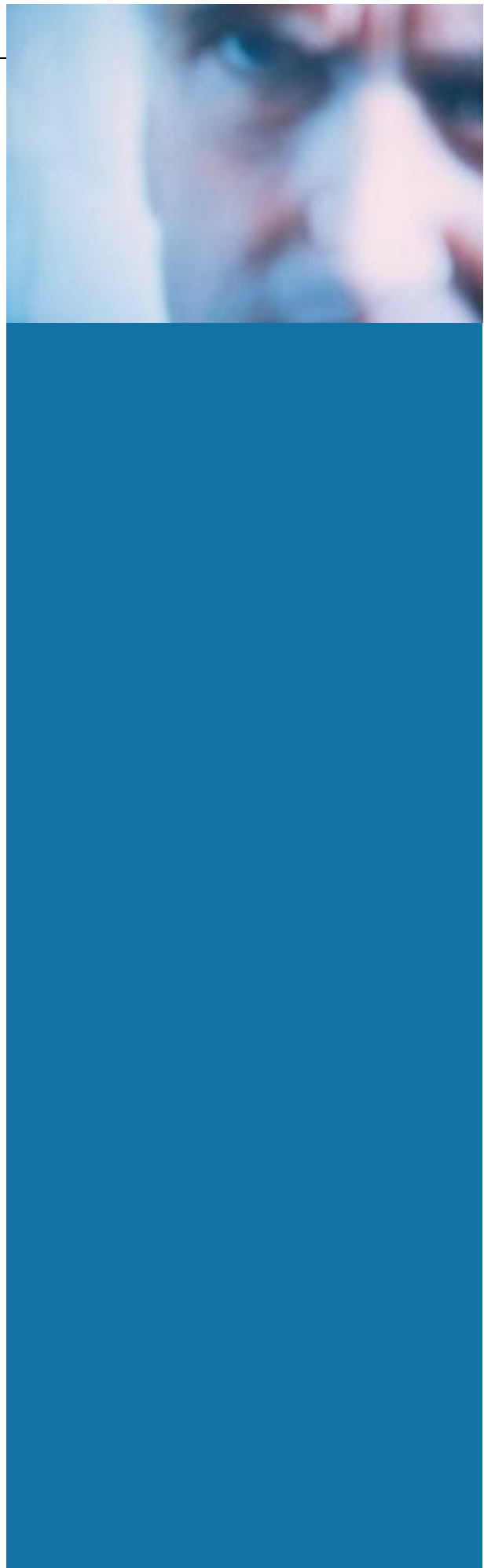


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Introduction

The concept of emotional intelligence isn't new – it has been around in various forms for some 80 years. However, it is the recent work of Daniel Goleman with his conceptualisation of a range of "people skills" which he has called "emotional intelligence", a label first applied to this area by Salovey and Meyer in 1990 that has really brought the concept to the fore.

The brightest are not always the most successful either in life or in business - *"It's neither functional leadership nor intelligence alone that is a significant variable in success in life. It's interpersonal skills... awareness of the feelings of yourself and others, as well as empathy for the feelings of others"*¹.

For many years, much emphasis has been put on certain aspects of intelligence such as logical reasoning, math skills, spatial skills, understanding analogies, verbal skills etc. Researchers were puzzled by the fact that while IQ could predict to a significant degree the academic performance and, to some degree, professional and personal success, there was something missing in the equation. Some of those with high IQ scores were doing poorly in life; one could say that they were wasting their potential by thinking, behaving and communicating in a way that hindered their chances to succeed.

One of the major missing parts in the success equation is emotional intelligence (EQ), a concept made popular by the groundbreaking book by Daniel Goleman, which is based on years of research by numerous scientists such as Peter Salovey, John Meyer, Howard Gardner, Robert Sternberg and Jack Block.

Leadership and People-Management

An article in a newsletter published by the Faculty of Finance and Management² talked about how those (such as consultants etc) who've helped leaders become more effective, have been inclined towards the hard qualities of leadership such as marketing, strategy, financial planning and so on. But now, the human side of leadership is surfacing as an important factor.

But it hasn't always been like that.

For the best part of the last 100 years or so, a considerable amount of time and energy has been spent by social scientists in trying to understand the nature of humans and how we work and inter-relate to fellow human beings. The studies of the "stick-without-the-carrot-man" (Frederick W Taylor) and others concentrated on technical efficiency, job analysis and time and motion studies to fit the man/woman to the task. The Frenchman, Henri Fayol, was concerned mainly with the subdivision of work and differentiation of responsibility and authority.

The Hawthorne Effect

The swing away from mechanistic models in management was marked by the researchers of Elton Mayo and about 100 or so other researchers at the Western Electric Plant at Hawthorne Works near Chicago (the famous "Hawthorne Effect"). It brought to the forefront a new metaphorical picture of organisations as a "social system" of cliques, grapevine and informal status systems and the people in it as a product of sentiments and emotional involvement.

The Hawthorne Effect was an experiment spanning a period of more than 10 years (from 1927) involving some 20,000 workers. The substance of the experiment concerned the level of lighting available in the Western Electric factory - it was discovered that workers worked harder when the level of light was increased but, strangely, they worked harder again when the lighting became subdued. It proved that the actual physical condition didn't matter - but it was the fact that someone cared for their welfare at all that made the workers respond.

The Marshmallow Experiment

Walter Mischel, Columbia University psychologist, created a test where a researcher gave several children a marshmallow and promised them another if they'd not eat it but wait while he ran an errand. When he left, some grabbed for the snack immediately. Others were determined to wait and get the additional reward - which they received when the researcher returned. Later in life the

"Emotional Intelligence is the term for the key 'people skills', such as self-awareness, self-regulation, motivation and empathy, which are the most powerful and reliable predictor of success in the workplace. A person who is aware of their own emotions and the emotions of others, and adjusts their behaviour based on that knowledge is 'emotionally intelligent'."



children were observed again when it was discovered that those children who waited for their marshmallows generally grew up to be better adjusted, more popular, adventurous, confident and dependable teenagers.

A University of Washington team found that when parents are emotionally adept, compared to those who handle feelings poorly, their children - understandably - get along better with, show more affection toward, and have less tension around their parents. But beyond that, these children are:

- better at handling their own emotions
- are more effective at soothing themselves when upset
- get upset less often
- are more relaxed biologically, with lower levels of stress hormones and other physiological indicators of emotional arousal
- are more popular with and are better liked by their peers
- are seen by teachers as more socially skilled, pay attention better and are more effective learners
- rated as having fewer behavioural problems such as rudeness or aggressiveness

Emotional Intelligence in Detail

"After you pass your driving test - that's when you'll learn how to drive" - these words must have been uttered a few million times. Most adults have long come to realise that what was taught in school (including driving school) isn't necessarily all that there is to know about life and the world. It isn't the smartest, academically competent people who always become the most successful - in the end, a high IQ isn't the only or the most important factor when the real world is encountered.

Emotional intelligence influences organisational effectiveness in a number of ways.

The ability to actually measure emotional intelligence has made a major impact in the areas of:

- Employee recruitment and retention
- Executive and Key Employee Leadership Assessment
- Employment Testing
- Development of talent
- Teamwork

- Leadership
- Corporate Psychology
- Career Counseling
- Customer loyalty
- Employee commitment, morale, and health
- Innovation
- Personal Development
- Productivity
- Efficiency
- Sales
- Revenues
- Quality of service
- Client or student outcomes

Success in any field greatly depends on the ability to understand and effectively manage emotional states, in both ourselves and others. The capacity for a high level of emotional intelligence significantly increases competitive advantage and empowers people to perform at their best. It also determines their capacity to bring out the best in others.

Peter Salovey and John Mayer

In 1991, Peter Salovey, a Yale psychologist, and John Mayer, of the University of New Hampshire, coined the phrase *emotional intelligence* (EQ) although it is more popularly credited to Daniel Goleman. EQ can explain why the smartest people aren't always the most wealthy, why some people are liked almost immediately upon introduction while others are distrusted. Emotional intelligence describes qualities such as understanding one's own feelings; empathy for the feelings of others; and the regulation of emotion in a way that enhances living.

Daniel Goleman

Daniel Goleman³ believes that the most important personal attribute is emotional intelligence - particularly as it is claimed to provide a more accurate way to predict success in life than traditional cognitive measures like IQ. He proposes⁴ five parts to emotional intelligence:

- Self awareness - "knowing what's going on (inside and outside) and using the information to make decisions"
- Managing emotions - "keeping one's emotions under control"
- Motivation - "using positive emotion to achieve standards of excellence"
- Empathy - "sensing how others are feeling and then giving effective feedback and appreciating differences in others"

Definitions

Although there are more complicated definitions of emotional intelligence, a simple one is as follows:

"Emotional Intelligence is the capacity to create positive outcomes in your relationships with others and with yourself."

In 1999, Rick Doran defined it as *"the ability to accurately interpret and appropriately manage emotional dynamics in oneself & others . . . in ways that enhance well-being and success."*

- Social skills - "handling the emotions of others"

Intelligence or what we call IQ is but a small part of the total human being but its importance is often stressed as being very important - intelligence is the ability of the brain to absorb information, analyse it accurately and rapidly and recall it when it's wanted. It's the ability to:

- learn and to cope
- to understand and deal with new or trying situations
- the skilled use of reason
- to apply knowledge to manipulate one's environment or to think abstractly as measured by objective criteria

IQ Tests

IQ Tests can measure how fast we see and react to information, but what they don't do is determine how much we know - there are three levels of knowledge:

- intelligence - when we know how things work we're "intelligent"
- wisdom - when we know why things work we are wise
- prophesy - when we know what actually works we are prophetic

On the other hand, our emotions have long been labelled as inferior to intelligence. Over the past 2,000 years, a cultivated person has been defined as one who is logical, rational and thoughtful. Goleman dispels this notion however and insists that to a large extent, emotional intelligence determines how successful we become as human beings. This fact has major implications, especially for the educational systems of the late 20th century - basic skills such as the three Rs are, of course, very important - the ability to deal with individuals and groups is just as important.

EQ, unlike IQ, is not an easily quantifiable measure. It pivots on such intangibles as social deftness, persistence, and empathy. At www.homearts.com/depts/relat/01eqqab5.htm there's a quiz to see how you rate in the Emotional Intelligence stakes - remember though that the quiz is structured only to give you hints of your level of emotional intelligence - it is by no means definitive or foolproof.

If one quiz isn't enough for you - maybe you don't believe the results of the first quiz - try another at www.utne.com/azEq2.tmpl or at www.queendom.com/tests/iq/emotional_iq.html.

Current Thinking

Current thinking⁵ is leaning towards the idea that emotions, not IQ, may be the true measure of human intelligence. Emotional Intelligence covers a range of factors (both rational and emotional) affecting how people cope with daily environmental demands and it directly affects their overall psychological well-being. It draws on research into the mysteries of the brain and presents the idea that emotions can be managed and that qualities like compassion and self-restraint can be encouraged within the family and schools.

An Example of Emotional Intelligence in Practice

In the book, *The Emotional Intelligence Workplace* (see Recommended Reading in this publication), the authors describe how, in 1981, James Dozier discovered the power of emotional intelligence. It saved his life.

Dozier was a US Army brigadier general who was kidnapped by the Red Brigades, an Italian terrorist group. He was held for two months before he was rescued. During the first few days of his captivity, his captors were crazed with the excitement surrounding the event. As Dozier saw them brandishing their guns and becoming increasingly agitated and irrational, he realized his life was in danger. Then he remembered something he had learned about emotion in an executive development program at the Center for Creative Leadership in Greensboro, North Carolina. Emotions are contagious, and a single person can influence the emotional tone of a group by modelling.

Dozier's first task was to get his own emotions under control - no easy feat under the circumstances. But with effort he managed to calm himself. Then he tried to express his calmness in a clear and convincing way through his actions. Soon he noticed that his captors seemed to be "catching" his calmness. They began to calm down themselves and became more rational. When Dozier later looked back on this episode, he was convinced that his ability to manage his own emotional reactions and those of his captors literally saved his life (Campbell, 1990).

The term emotional intelligence (EI) had not been coined in 1981, but James Dozier provided a vivid example of what it is: "The ability to perceive and express emotion, assimilate emotion in thought, understand and reason with emotion, and regulate emotion in the self and others" (Mayer, Salovey, & Caruso, 2000, p. 396; for an extended discussion of the varied definitions of emotional intelligence, see Chapter Two). Dozier's experience illustrates emotional intelligence in action. He perceived accurately the emotional reactions of his captors, and he understood the danger that those reactions posed for him. He then was able to regulate his own emotions, and by expressing those emotions effectively, he was able to regulate the emotions of his captors.

Not only does Dozier's experience illustrate what the contributors to this book mean by emotional intelligence, it also demonstrates how emotional intelligence can help people to be more effective at work. However, Dozier's predicament was an extreme and unusual work situation. To what extent is emotional intelligence important for the more typical jobs and work situations that people encounter? What is the connection between emotional intelligence and organizational effectiveness? And finally, can emotional intelligence be taught? And if so, how?

We recommend that you read the book: *The Emotional Intelligence Workplace* to learn more.

- *The EQ Edge: Emotional Intelligence and Your Success*, by Steven J., Ph.D. Stein, Howard E., published in 2000 by Stoddart Publishing; ISBN: 0773732330.
- *Emotional Intelligence: Why It Can Matter More Than IQ*, by Daniel Goleman, published in 1997 by Bantam Books, ISBN: 0553375067.

Recommended Reading

- *The Emotionally Intelligent Workplace: How to Select For, Measure, and Improve Emotional Intelligence in Individuals, Groups, and Organizations*, Edited by Cary Cherniss & Daniel Goleman, published in 2001 by Jossey-Bass; ISBN: 0787956902.
- *The Handbook of Emotional Intelligence : Theory, Development, Assessment, and Application at Home, School and in the Workplace*, by Reuven Bar-On (Editor), James D. A. Parker (Editor), Daniel Goleman (Foreword), published in 2000 by Jossey-Bass; ISBN: 0787949841.
- *The Handbook of Emotionally Intelligent Leadership: Inspiring Others to Achieve Results*, by Daniel A. Feldman, published in 1999 by Leadership Performance Solutions; ISBN: 0967098807.

Further Information

An excellent source of further information on emotional intelligence is available at The Consortium for Research on Emotional Intelligence in Organizations - www.eiconsortium.org.

This guide is for general interest - it is always essential to take advice on specific issues. We believe that the facts are correct as at the date of publication, but there may be certain errors and omissions for which we cannot be responsible.

If you would like to receive further information about this subject or other publications, please call us – see our contact details on the next page.

References:

¹ See: ""The EQ factor", by P Salovey and J Mayer as reported by N Gibbs in Time, 2 October 1995, P62.

² See: "Manager Update - the human side of leadership", published by the Faculty of Finance and Management of ICAEW, Issue 3, Autumn 1997, p5.

³ Dr. Daniel Goleman, with a Ph.D. from Harvard, writes a column in the New York Times on brain and behavioural sciences and has been a senior editor at Psychology Today. His first book was "Emotional Intelligence - why it can matter more than IQ", 1995, published by Bantam Books. Other early works on EQ include "Executive EQ - Emotional Intelligence in Leadership and Organisations", by R K Cooper and A Sawaf, 1996, published by Grosset and Putnam.

⁴ See interpretation of Goleman's work in "Manager Update - the human side of leadership", published by the Faculty of Finance and Management of ICAEW, Issue 3, Autumn 1997, p6.

⁵ See: Article entitled "The EQ Factor," in the October 2, 1995 issue of Time magazine; and in "Frames of Mind", a book by Howard Gardner (a psychologist at the Harvard School of Education) who identifies a wide spectrum of intelligences with seven key varieties including - "*the inner contentment that arises from attuning life to be in keeping with one's true feelings*".

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